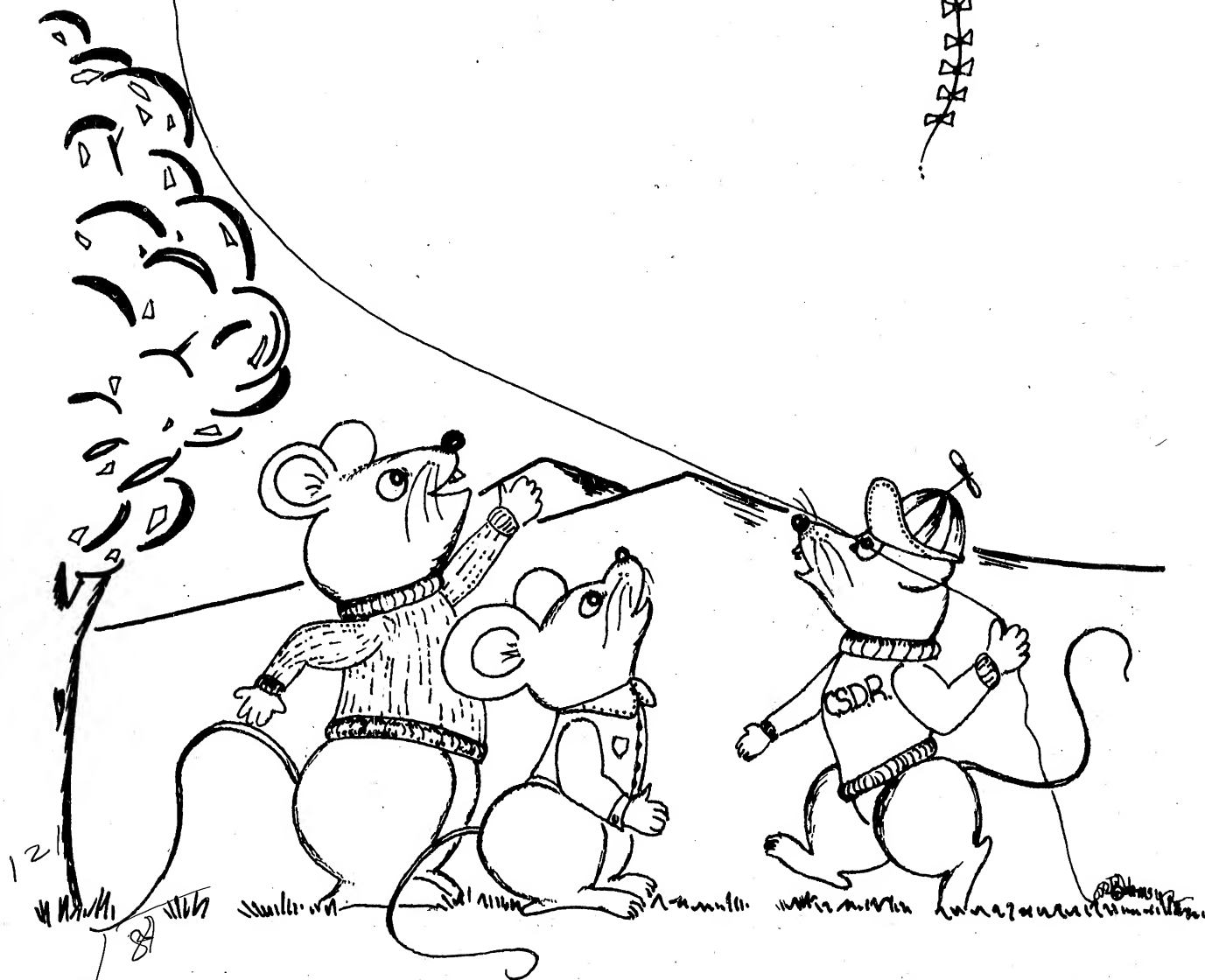
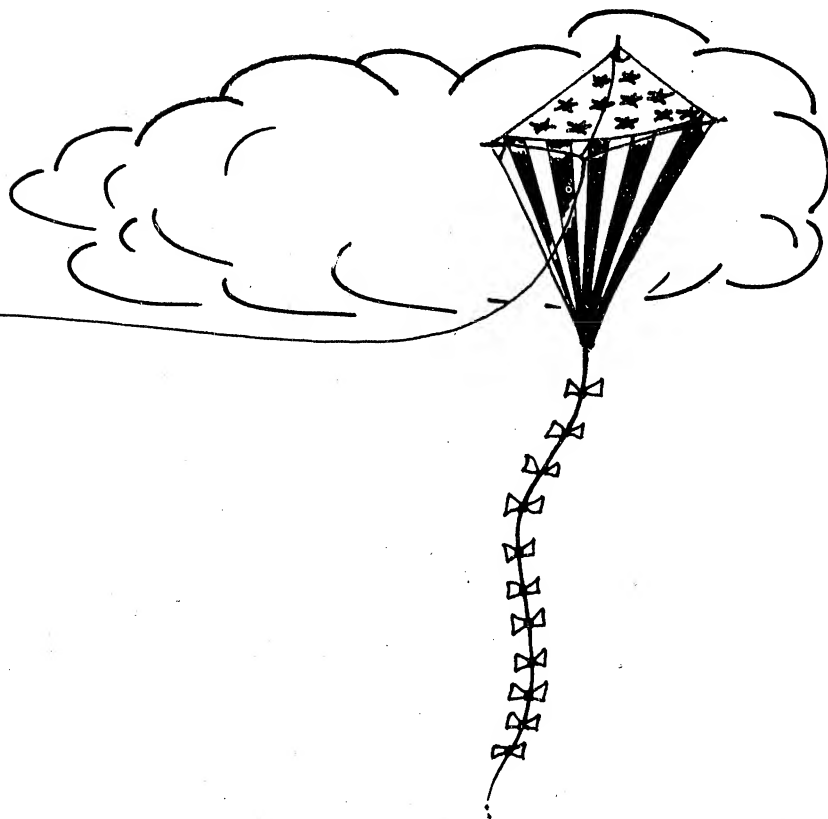


California Palms

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California School for the Deaf

Riverside, California

Developing an IEP Program with Your Child at Home

An Open Letter to Parents:

Public Law 94-142 has had a significant effect nationally in involving deaf children's parents in the planning for an appropriate individualized educational program for their child in cooperation with educators of the deaf. The end result is an IEP (Individualized Education Plan) which spells out the program and services that the school will provide to meet the child's needs.

I would like to suggest that you consider developing an IEP yourself so that you will have a plan of action to follow in your role as your deaf child's parent.

Assessment

The first step in developing an IEP for use either in school or at home is to carry out an assessment. We cannot make appropriate plans without adequate information about the child's present level of functioning. Here are a few ideas for questions in some basic areas that you can use in developing checklists for carrying out your assessment of your child.

Vocabulary

Does your child know the names of things around the house that he or she comes in contact with every day? You might want to make several lists in the following categories: body parts, articles of clothing, foods, eating and cooking utensils, articles of furniture, parts of the house (i.e., closet, door, window, carpet, ceiling, etc.), name of household appliances, names of members of the immediate family, relatives, friends, etc.

Often we assume that deaf children know the names of these objects or persons but because of their limited vocabulary input experiences, deaf children, even at high school age, frequently have a limited knowledge of vocabulary in these areas. The checklists you develop in these vocabulary categories should take into account your child's ability to match the name of object or person to the real object or person (3" by 5" file cards with the names printed on them can be used for your assessment and later for teaching the names).

You will also want to check to see whether your child can correctly print or write and fingerspell the name when you point to the object or person. At a higher level you will want to determine whether your child can use the vocabulary words appropriately in a sentence.

Obviously, we cannot duplicate many of these vocabulary learning experiences here at school because we do not have access to the objects and people that you have available right there in your home. A word of caution! When you work with your child, work with objects in a natural setting and make it a relaxed, enjoyable experience.

Survival Skills

Before you know it your child will be grown and ready to leave home. There are many basic survival skills that you and I take for granted as adults that deaf children need to learn for sheer survival. Some checklists you might want to develop to assess your child in this area are as follows:

1. Does your child know his or her clothing sizes and is he or she capable of making clothing purchases unaided?
2. Can your child read a menu, order a meal, pay the check, check to see if the change returned is correct and leave an appropriate tip?
3. Can your child understand and follow warning signs and labels (i.e. "Do not enter," "Poison," etc.)?
4. Is your child able to travel independently in your community using public transportation?
5. Does your child know how to plan and cook a meal and then clean up and put away the utensils used?
6. Does your child know what to do and whom to contact in emergency situations (fire, auto

accident, crimes, injuries, etc.)?

7. Is your child able to ask directions of others?

These again, are learning experiences you can provide in your home and community that are hard for us to duplicate here at school.

Handling Money

Most deaf youngsters are quite inexperienced and ignorant about money matters. They often have no concept that people must have money in the bank before they can write checks to make purchases or pay bills. It is not uncommon for deaf youngsters to believe that the principal or superintendent of the school they attend pays all the bills to operate the school. The concept of taxes and government funding is abstract and difficult for them to grasp. Some things you will want to check to determine your child's knowledge and understanding in this area are:

1. Is your child able to handle money? Can your child make the correct change for purchases he or she makes? (Many deaf youngsters use bills for every purchase they make to avoid doing this and end up with a pocket full of change.)
2. Is your child aware of the need for money management? Does he or she know what it costs you to maintain your home, the cost of food, rent or house payments, taxes, installment payments, insurance premiums (car, house, hospital, etc.), clothing, etc.?
3. Is your child aware of the taxes you pay, how you pay them, and how much you pay? (Don't forget payroll taxes.)
4. Does your child know how a checking account works?
5. Does your child understand about making installment purchases, the paying of interest, and the consequences of not keeping up the payments?

Responsibility

All of us learned to assume responsibility through our childhood experiences. Some things to check on in this area are:

1. Does your child have regular responsibilities in your home (chores, duties)? And is he or she rewarded for completing them?

2. Does your child assume responsibility for caring for his or her belongings and the belongings of others that he or she uses?
3. Has your child ever held a part-time or full-time job?
4. Can your child describe the responsibilities of husbands and wives or fathers and mothers?

By the way, who thinks for your child, you or your child? If you do all the thinking and decision making for your child, it is doubtful that he or she will learn responsibility.

I have purposely tried to limit my suggestions for your assessment of your child to four basic but very important areas. Obviously the level and scope of your assessment of your child will be determined by his or her age and level of functioning. You might make it a family project to develop your checklists in each area. Your child's teachers, parents of other deaf children, or deaf adults in your area might be able to help you with ideas for your assessment, too.

Perhaps it would be best for a start to do an assessment of your child in only one of the four areas. In that way you won't be overwhelmed by the process.

Once you have determined what your child's knowledge and skills are in one or more of the four areas, you will be able to plan a fairly long-range program to help him or her develop additional knowledge and skills in each area. You need to ask yourself if you are willing to make a long-term commitment to work with your child.

Of course, all of this assumes that you have now or will develop good communication with your deaf child. This is very important not only to enable you to help your child develop his or her knowledge and skills but also so that you can establish and maintain a meaningful parent-child relationship with your deaf youngster. Too many of our students feel that they are not accepted, understood, and loved in their own families because of their deafness.

Good luck with your IEP at home. There just aren't enough hours in the day for us here at school to teach your children all the things they need to know. We need your active involvement as a partner in meeting your child's educational needs.

We hope that you will maintain close contact with your child's teacher. The teacher will appreciate reports on the things you have been working on with your child at home and will probably be able to offer practical suggestions to you. Remember, timing is important. Take advantage of the opportunity to teach your child about things as they occur and in a natural, relaxed way. I am sure you will find it a rewarding and enjoyable experience.

Robert K. Lennan, Ed.D.
Superintendent

Getting Down to Brass Tacks (Part 2)

by Don R. Campbell
Curriculum Coordinator

In a previous issue of the "California Palms," October 1979, there appeared an article by the author entitled "Getting Down to Brass Tacks." The focus of the article was a discussion on identified basic concerns about deaf children and their school program. This article is the second in a series having to do with the establishment of a developmentally-based curriculum at CSDR.

Before entering into a promised but brief discussion of cognitive development and its associated implications for the deaf, I first want to focus on the attitudes of the most prestigious educational theorists who are currently publishing their work and research on human development. I am speaking of Jerome S. Bruner, Hans Furth, Charles E. Silberman, and Jean Piaget. Each of them, with much humility, confesses that he began on the wrong track and had to learn, through discovery, that cognitive development is the key to all learning, and that all thinking must find its roots in experience. With the threat of lost credibility, each of them has courageously changed his view, and this evolvment is poignantly reflected in their current work. I am impressed! We, in education of the deaf, can learn from them. First, by confessing to ourselves that many aspects of our jealously guarded traditional approach may be indefensible, and second, by committing ourselves to fixing it.

The direction of curriculum development at CSDR is based on the primary twin educational requisites: experiences and cognitive development. One guarantee is that it can put defensible rationale and fun back into teaching, and children can be led purposefully along the road to thinking. Thinking may very well be child's play, but facilitating it isn't easy. In the ensuing paragraphs is an exploration of our greatest areas of concern regarding our deaf students. Included are many remarks regarding causation. As you read them, you may have repeated cause to reflect on the thirteen paragraphs which were published in the introductory article in the previous *California Palms*, October 1979.

All of the following information has to do with cognitive development. It should be of interest to you, whether or not you have been introduced to Piagetian developmental theory.

When we discuss the development of cognitive abilities, we must be aware of the levels of human development as identified by Piaget. They are:

1. Sensori-motor level (age 0-2 years)
2. Preoperational level (age 2-7 years)
(The child does not yet have firmed mental operations.)
3. Concrete Operational level (7-11 years)
(The child has mental operations but they are concrete requiring reason, evidences and experiences.)
4. Formal Operations level (11+ years)
(Reasons scientifically, builds hypotheses, understands causation — can think about thinking)

Transition from one of these developmental stages to another (or developmental in general) does not occur automatically, nor is it inevitable. A young child placed in a sterile environment, where personal, hands-on experiences are limited, will not develop cognitively at a normal rate. Likewise, those children who, in a formal evaluative setting, may be identified as having cognitive skills of a particular developmental stage, may not be able to use those skills in a functional way outside that structured evaluative setting. This condition may be justifiably attributed to a school and home environment which seldom requires a child to think creatively, solve problems, or internalize his locus of control. A fifteen year old child, whether or not he tests out at the Formal Operational level, may be routinely functioning at the Preoperational or Concrete Operational level.

Educational programs and parents unwittingly and permanently impede the child's cognitive development when the following practices are embraced and perpetuated:

1. When the child is exposed to only teacher and parent centered teaching techniques.

2. When "learning" activities are primarily limited to those which are teacher and parent directed, and are not child centered and discovery based.
3. When adults who are important in the life of the child avoid meaningful adult-child involvement.
4. When children who are identified as non-achievers are separated from the larger group in homogeneous "failure" classes.
5. When the bulk of situations for learning are contrived.
6. When an inordinate amount of emphasis is placed on rote learning.
7. When language acquisition opportunities are primarily confined to specific sentence pattern drill without an informal experiential base.
8. When parents and teachers ask only convergent questions, the answers of which can be labeled right or wrong.
9. When the child has no opportunity to frequently and independently act upon his developing cognitive structures, thus rendering them (the structures) non-active.

When the above conditions govern the child's learning environment (as they presently do in many of our classrooms and in other classrooms for the deaf across the country), Piaget and others indicate that the following symptoms will likely become manifest:

Arrested Egocentrism: This is the tendency seen in our children to perceive other people as though they have their identical thoughts or points of view. They are rigid in their inability to see that another frame of reference may exist.

External Locus of Control: This refers to the child's expectancies about whether events occur as a consequence of his own action (inner control) or as a consequence of external forces (external control). How many times do we see a confronted student point to another and say, "Not my fault! He told me."

Failure Identity: This term describes those children who do not achieve in their present system or who actively or passively resist the educational process. The child who experiences repeated failure seems to lose touch with his own strengths and he concentrates on his weaknesses. He has then developed a failure identity.

Deficient Social-Arbitrary Knowledge: This term refers to the kind of knowledge that a child gains through his actions or interactions with other people. This knowledge is exemplified in language, values, rules, morality, and all symbol systems, and is constructed while transforming what others "tell us." Without

meaningful interactions with people, it is absolutely impossible for a child to acquire social-arbitrary knowledge. (Language patterns which are not routinely experienced in a social setting can never be used functionally by the child. Deaf children too often experience the English language only through drill and teacher centered lessons, and the necessary component of social arbitrary knowledge remains deficient.)

Dormancy of Cognitive Structures: Cognitive structures are the mental tools we use in thinking. They allow us to increasingly move away from actual object-oriented experiences and to rely on our mental systems or structures for reflection, evaluation, comparison, reasoning, abstract thinking, etc. Perhaps the most blatant reason for the deaf child's frequent inability to functionally utilize his developing cognitive structures is because he may find little need to use them. Rote learning, adult oriented teaching situations, convergent educational programming, over-protection, learned dependency, and above all, a limited exposure to the good thinking of others, can all serve to foil every hope of broad cognitive process.

With these five topics comes a serious confrontation: We have made an honest appraisal of our school program, our students, and ourselves, and have determined that these situations do exist in varying degrees in our school. Since they do, anything less than total commitment to responsible educational change would be professionally irresponsible. Change must come in many forms including a profound intention to come to grips with our personal biases and philosophies and to put behind us those many professional practices by which we may be permanently preventing children from reaching high levels of independent and productive thinking.

This commitment will be the catalyst which causes our developmentally and experientially based curriculum to reach productive completion. This excites us because it makes sense.

Jr. CAD/NAD News

On October 22 we had a guest speaker, Al Whitt, the director of athletics at CSDR. He spoke about his life and experiences as Jr. NAD advisor in Colorado. He also asked us for our support in the California Classic program in February.

Alban Branton, our president, will start working on a television program, "Little House on the Prairie," in November. Watch for him on the television sometime in January.

We shall be selling scarfs and shirts soon. If you are interested in buying one, please see Steffine White, our chairperson on fund-raising.

Testimony Prepared for Senate Subcommittee on the Disabled

by Judith A. Tingley

Program Manager, Services for Deaf Persons

One cannot help but be impressed with the array of services available for blind persons and the paucity of services for deaf persons. This is all the more striking when you consider that there are four times as many deaf as blind. In California, there are 200,000 deaf and 1,400,000 hard of hearing persons. As a disability, deafness has less in common with other handicaps and more similarities to ethnic minorities. Deafness is the only disability that has its own language and culture . . . both of which are rich and immensely appealing. Any form of "social engineering" such as mainstreaming is a threat to this vital social fabric and serves only to tighten the weave even further. As a class, most deaf people are not particularly interested in joining the majority. However, the similarity to ethnic minorities ends there, for although you can teach a Chicano to speak English, you cannot teach a deaf person to hear.

A person born deaf rarely develops useful, intelligible speech, frequently lacks meaningful communication with the family and therefore frequently lacks the psychological and social connection with significant others. This communication disability also explains why deaf persons as a class have lagged behind the blind in advocating for their own needs. With the development of interpreters, and the widespread acceptance of sign language as essential to the deaf person's educational, vocational, and social adjustment, this gap is slowly closing. However, much remains to be done.

Last year, 3,984 deaf and 1,635 hard of hearing persons were served by the Department of Rehabilitation's 43 Vocational Rehabilitation Specialists for the deaf. These counselors are fluent in sign language, have had special training to work with this population, and successfully rehabilitated 791 persons who are now gainfully employed. Fifty clients who are both deaf and blind were also served and thirty were successfully rehabilitated. I might add that the counselors are working with maximum caseloads and the only way we will be able to substantially increase the number of clients served is to increase the number of counselors available to serve them.

Deaf persons face a number of obstacles on their way

to becoming employable. For example, there is a great shortage of interpreters. Also, deaf persons are overwhelmingly underemployed — being trapped in jobs that are far below their potential. Due to discrimination caused by intent or by lack of service, deaf persons lack the opportunities for upward mobility that are enjoyed by their hearing peers. There is a lack of training resources and the result is that deaf persons' average earnings are 64% that of the general population.

We are faced with a dramatic increase in the number of persons who are multiply handicapped. In addition to deafness, other disabilities such as loss of vision, mental retardation, emotional disorders, cerebral palsy, and heart defects may also be present. This clearly requires a new approach to services and we are prepared to meet this challenge by developing counselor-teacher services. However, difficulties in adding new staff can slow the process. Of special concern is the anticipated swelling of multiply handicapped deaf clients who will be seen in our caseloads in 1983 and 1984 due to the rubella epidemic which struck approximately 13 years ago. We must be ready for them.

The Department, through its grant program, has funded several specialized training programs for this population; however, each is able to serve only twenty to thirty clients. These include computer training for deaf-blind persons, language development, work evaluation, and work adjustment. The Department has also spent over \$1.2 million annually for a network of community-based programs throughout the state which provide information and referral, some counseling, interpreter services, and some independent living services.

The Department of Social Services is funding only three out of an estimated thirty community agencies that serve deaf persons. Only two mental health programs for deaf persons receive any funds from the Department of Mental Health. No other state department has an office or staff person similar to ours, and the consequent demands on our time for technical assistance detracts from our basic business of vocational rehabilitation services . . . both in the Central Office and in the field. Clearly, services for the deaf statewide are characterized more by their lack than by their presence.

(Continued on Page 7)

Elementary School

Class H

Mr. Jaech's class made a map of the Elementary School. The map included classrooms, dormitories, parking area, playground, sidewalks and shrubbery. They are very proud of their map.

Class E

Class E has been studying the Basic Four food groups. In January, they went to Ms. Bolen's house. They cooked a healthy lunch. They ate one thing from the milk group, one thing from the meat group, one thing from the fruit and vegetable group, and one thing from the bread and cereal group.

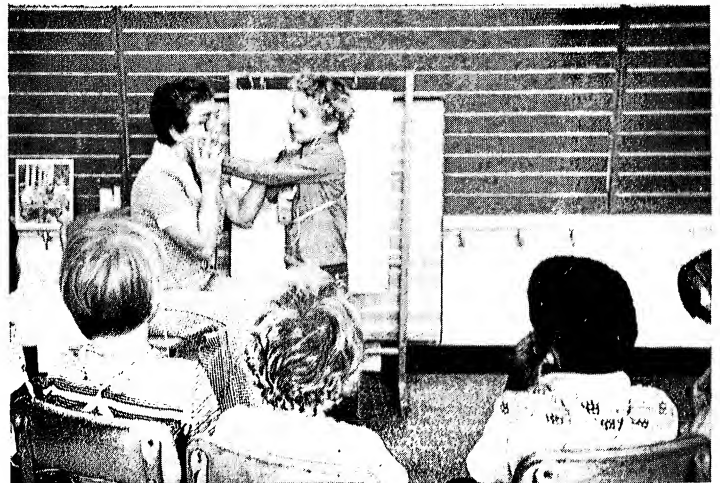
They made tacos. The taco shells and tortillas were from the bread and cereal group. Lettuce, tomatoes, black olives, onions, and potatoes were from the fruit and vegetable group. Ground beef was from the meat group. Cheese and milk were from the milk group. They made a "Banana Breeze" for dessert. It tasted delicious!

After lunch, they played with Ms. Bolen's two dogs. One dog likes to chase the ball and can shake hands. They petted the calves and pigs. The pigs were stinky! They also played with the three cats.

They also planted a small vegetable garden, including celery, radishes, cabbage, beets, cauliflower, peas, broccoli, carrots, lettuce, and green beans. Class E hopes their garden will grow.



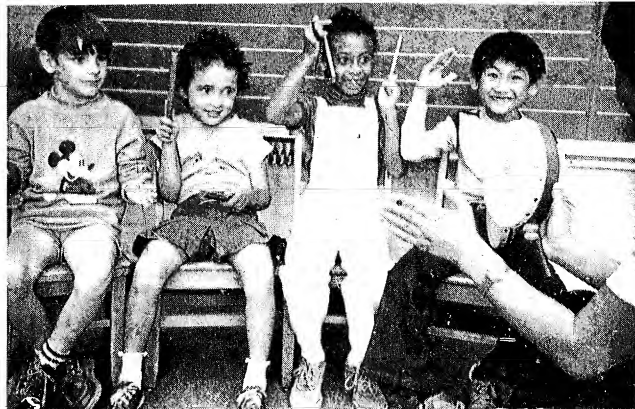
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"Hands on" experience

Our speech books





"Rock and Roll is Here to Stay"

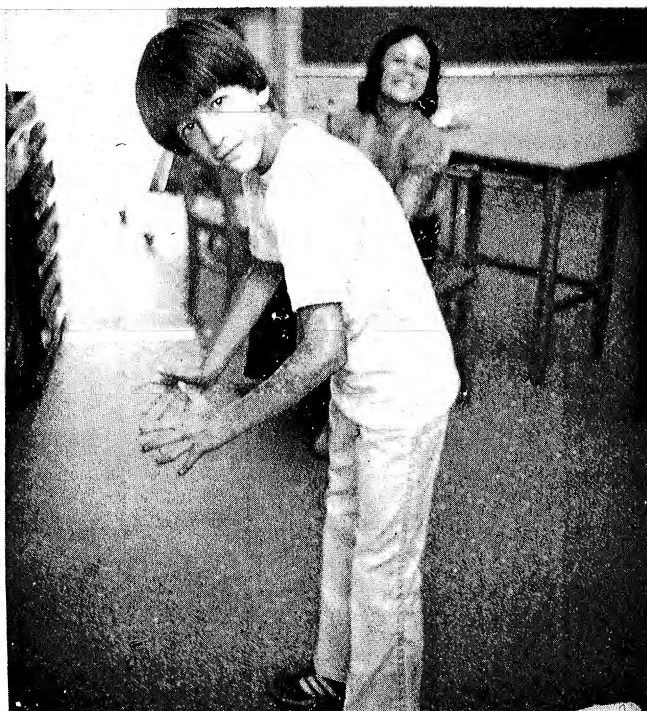


Rhythmic clapping



S-s-s-s-s

C S D R



Pantomime talking

TESTIMONY —

(Continued from Page 5)

We are tremendously pleased that this committee has been established, and we look forward to working closely with you. The legislature has begun to address some of the critical needs of deaf persons. You have rocked the country with S.B. 597 which will make telecommunications devices for the deaf available at no additional charge to certified deaf persons, you have recognized the needs of qualified interpreters in court, and you have recognized the absurdity of calling deaf persons "nonambulatory." Critical needs that now deserve your attention include the establishment of program specialist offices in the Department of Mental Health, the Department of Social Services, and the Department of Education, all of which currently have no staff person able to communicate with deaf persons and who are in a position to identify and implement needed programs in an orderly manner.

The legislature would do well to recognize the value of regionalized comprehensive programs for deaf persons; this is especially true in the area of mental health and the area of post secondary education. Scattering deaf students throughout the 140 community college campuses is not only inefficient and expensive, it is also ineffective. The "least restrictive environment" is one which is fully accessible and where services are provided by persons with the training to meet the needs of the population and the essential concomitant fluency in sign language.

Junior High School

Junior High Students Attend Youth Leadership Conference

On Saturday, October 20, members of the Junior High School Student Body Government and their sponsors attended a Youth Leadership Conference at Riverside City College.

Organized by the Inland Area Urban League, the conference's purpose was to bring together Riverside and San Bernardino youth in grades 5 through 8 for a day of meeting, sharing, discussing, and having fun — so as to develop leadership skills and community service awareness.

The day's turnout was quite good — about 350 students attended. The six CSDR students who participated in the day's activities were April Agnew, Annette Scolaro, Letitia Hernandez, Pancha Dominguez, Kenny Andrews, and David McClellan.

Throughout the day — from the 8:00 registration until the end of the last meeting at 5:00 — there was constant variation in the activities. The students were grouped in both large and small sections. As a large group, the students heard speeches from several government officials (the mayors of Riverside and San Bernardino, a legislative aide to the State Senate, and a representative from the Los Angeles County Board of Supervisors), listened to older students talk of their experiences in student government, watched a magic show and disco dancing, met three TV stars from "A New Kind of Family," plus ate lunch together. In small groups, the students attended discussion sessions dealing with coping, drug abuse, and racism. Within these sessions the CSDR students participated in role playing, discussed the various issues of each meeting, and taught some fingerspelling. As a result, several of the teachers and students from the different public schools invited our Student Body Government members to plan activities

with them in the near future.

The day was full of fun, learning, and interaction. It was a very interesting and beneficial experience for all involved!

Junior High School Residence Hall News

The flag football and girls' volleyball season ended in a blaze of glory on the weekend of December 8-9. The Lassens hosted two very successful tournaments with area schools and were amply rewarded for their efforts. The Lassen II flag football team, consisting of James Durnford, Matthew Weaver, Mike Morrow, David McClellan, Tyrone Hart, Tony Moone, Mike Wickerd, Pat Schultz, Cliff McCraw, John Elias, Danny Palumbo, Rex Loy, Thomas Hauser, Clarence Stephens, Gary Small, Jimmy Weber, Mike Langlois, Kenny Andrews, and Daryl Payne, walked away with second place honors after



losing a close game to a Co Y team. Gordon Miller and Bob Jackson are the team mentors and deserve the credit for coaching the boys to an 8 win, 2 loss season and for organizing a smoothly run tournament. Thanks must be extended to all staff members — from the referees to the snack bar attendants — who helped make the tournament a success. The Rubidoux I team coached by Bruce Gould also participated. The boys — Devin Barnes, Otto Rechenberg, Curtis Whitely, Sal Scolaro, Manuel Macedo, Kevin Burns, Alfred Gregory, David Weiss, Charles Burham, Drew Miller, Marc Perlman, Vincent Meira, Oscar Aguillar, Pierre Dumas, Teddy Menard,

(Continued on Page 19)



Residence Hall News

Residence Hall Program Implementing IEP's

by Laurette LaPaille

What is an IEP? An IEP is an Individualized Education Plan now required by Public Law 94-142: The Education for All Handicapped Children Act.

The beginning point of planning an individualized program for a student is the evaluation. The residence hall staff takes part in the evaluation of each student by completing a Camelot Behavior Checklist. This helps us assess the strengths and weaknesses in the areas of self-help skills, physical development, economic behavior, independent travel, communication skills, social behaviors, responsibility, and home skills. A variety of experiences are provided through the residential hall programs to accomplish these IEP objectives.

Any day of the week you will find students receiving training in such diverse areas as: budgeting, food buying, preparing meals, filling out forms, handling money, using public

transportation, shopping intelligently, using road maps, and basic housekeeping.

Take for example the student bank and store in the Pachappa III dormitory. This was established to help the elementary students develop skills in the area of economic behaviors. Before a student can purchase an item, he goes to the student bank and withdraws money he has earned. He has to count the money received making sure it is the correct amount. He then goes to the student store and reviews all the items offered ranging in cost from 10¢ to \$1. He decides if he has enough money to cover the cost of the item he wants to purchase. If after paying for the item and change is due, he counts it to make sure it is correct. This student store and bank in the Elementary School residence hall is one of many programs established to help students develop skills in dealing with everyday living.

Left to right: Tim Howard, George Lightburn, Jeramey Rambeau



Whitney I DMHU — Teaching Self-help Skills
Danny Mulvihill is demonstrating the correct use of mouthwash as Jason Brown, Chuck Kiefer, and Gail England look on.



Whitney I — Teaching Food Preparation
Left to right: Anne Marks, Alberto Teran, Bob Forant, Javier Nin, Patrick Hodges

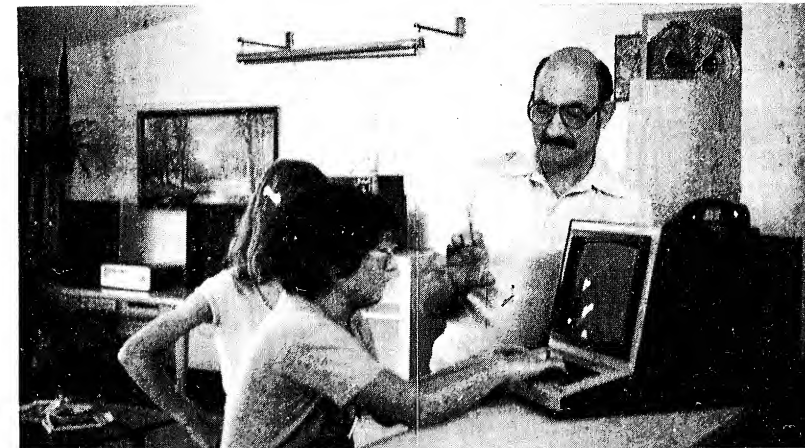


Whitney II DMHU — Teaching Communication Skills



Pachappa I — Teaching Participation
Louise Erickson is leading the boys in a word association game. Each student is encouraged to think of new words to add to a main word given.

Lassen I
a. Lorna Rutherford completing a Camelot Behavior Checklist with RaeAnn Quevedo.
b. Lorna Rutherford is completing a Camelot Checklist with Linda Bradbury.



Mr. Bayarsky instructs High School students in the



Food Preparation
Left to right: Joy Reed, Anthony Cox, Diana Garcia, Ed Krock, and Lynn Metzger



Shasta I — Teaching Job Skills
Luke Nurre instructs Abel Lopez in the proper use of a saw.



Vocational Palms

New Vocational Teacher

Mr. Raul Medina joined the Vocational Department in September as the Upholstery teacher. He was born in El Paso, Texas, and raised in Northern California. He has lived in Norco for the past twelve years. He owned and operated Rubio's Upholstery in Riverside where he did custom upholstery and sub-contract work for Sears, Wards, and the J.C. Penney stores.

He attended Cal-State, San Bernardino in 1977-78 to obtain a teaching credential. He has instructed Adult Education classes in the Alvord and Corona-Norco Unified School Districts for the past three years.

He and his wife, Luz, have two sons living at home. Rubio, 11, is in the 6th grade, and Alex, 16, is in the 11th grade. Their family sport is football soccer. Rubio and Alex play for the American Youth Soccer Organization in Corona.



CDSR Career Education

The CSDR Career Education Resource Center is a resource center designed to serve all students, staff and community by disseminating career and educational information. During the process of developing our Career Education Resource Center, it was decided that the center must fulfill a very practical goal. First, the career education materials provided the students and staff must be useful. Secondly, it was equally vitally important that all of the career education materials be useable. The very nature of our Career Education Resource Center is such that we will be serving, not only our students seeking career related information, but also teachers and counselors seeking materials and ideas to infuse career education into ongoing programs. In addition, we

hope our resource center will serve as a Regional Career Education Resource Center serving the local aurally handicapped programs in and around Riverside and the San Bernardino region. We have been most fortunate in having the opportunity of working closely with the Riverside Unified School District's career center at Poly High School. Their resources, particularly their "in-house" computer, has provided much needed information in identifying and locating post high school resources for our students. Our students have been given the opportunity of visiting and using the Poly High School Resource Center to locate both college and career information.

Our new Career Education Resource Center flyer reflects the total thrust of our new program. The cover includes a sketch of our school with the title "Career Center". If we stop to think about it a minute, I'm sure we'll all agree that the function of any school is that of future career preparation. CSDR, like any school, is a "career center" and has and will continue to provide students with the skills required for future occupations. We hope our new Career Education Resource Center will help students focus on their career planning. We hope we can be of service, not only to the materials and resources relating to Career Education.

Dan Leinbach
Career Education Coordinator



Library, Television and Media Services

Library

Thanks to everyone for helping make the recent Book Fair a success. Profits from the sales will go toward the purchase of new paperbacks, comics, and the ever-popular FOTONOVELS.

New components for the library's circulation desk will arrive soon, making the desk complete, more functional and modern.

The CSDR library is applying for ESEA Title IV-B funds again this year. Last year's funds were used to purchase additional reference books as well as high interest/low level reading books for our students.

Reminder: The Riverside Public Library has a TTY which was donated by the Soroptimist Club of Riverside. Deaf persons are encouraged to take advantage of this opportunity to call for any reference questions or other information. The TTY number is (714) 787-7997.

Educational Television

The TV studio is busy these days in several areas. Recently we became involved in a Title IV-C project with the Elementary department. The project, called "Project Video Language" consists of four 1/2-inch Betamax players and four TV receivers. Through these machines a series of pre-recorded language instruction videotapes are played. Evaluations on the effectiveness of these videotapes are being made by the teachers involved in the project.



The Broadcast Journalism class is busy working on its holiday special. This year the annual CSDR-TV special is a fantasy for all ages. It will be shown on December 21 to the entire school.

Instructional Media Center

One of the most frequent requests of the Media Center is for original illustration for visual reinforcement. Xerox or duplicated copies of illustrations can be used for worksheets, transparencies, behavior management, etc. Poster-size enlargements can be developed by teachers and students using a transparency and an overhead projector. Student participation in the making of visual aids reinforces what is to be learned and allows the "hands-on" reinforcement that is necessary before the student can "get it." Original illustrations are not intended to replace real objects, photographs or commercial illustrations. However, original illustrations of specific or individualized situations can help fill gaps when commercial materials are not available.

The PANCOM manual communication projectors, films and handbooks are being used heavily again this year. Parents, new employees and other interested adults are finding this home study mediaware to be useful in developing basic signing skills. CSDR has 10 sets of this program. Inquiries should be directed to Rod Brawley in the Media Center. Films in a 16mm format are also available for group learning.

Sports Events

Both the Varsity and the Junior Varsity football teams are going through many new transitions as they are continuing their experiments to place players on proper positions and are trying to find the right combinations to provide more representative teams in the Arrowhead League.

Both teams have yet to win a game this season, but everyone agrees that the Cub teams have shown remarkable improvement as the season goes along. The blocking assignments have improved, the tackling routines have been upgraded, the defensive system has started to resemble a formidable defensive squad, and the offensive teams have begun to click and move down the field.

The Junior Varsity team, coming back from a year of absence due to a lack of quality players, was a very green team. They lack game experience, but the young men are beginning to understand the inner game of football and are realizing that the proper executions of blocking and tackling are vital to the winning philosophy. Many of the players are late bloomers. Leading the Jayvees this year are John Maucere at quarterback; Ernie Hernandez, Shawn Graham, Cliff Buchanan, Fred Gholar, Javier Lopez, and Robbi Hunt as the running backs; and Jason Mizutari, Tino Torres, Ross Sluyter, Mike Westbrook, John Fueglein, Roy Tupua, Joe Sosa, Joe Martinez, Terry Hornsby and some other learning reserves as linemen. Tupua and Hornsby are our consistent kickers. Coach Seymour Bernstein, Robert Greathouse and David Thompson are the people who work "miracles" with the brand new team.

The Varsity squad, led by Terence Jelks, Roy Oliver, Criss Pope, David Call, Timothy Gonzales, Mauricio Carson, Gerald Mitchell, Ken Tucker, Jens Rechenberg, Gabie Razo, Tim Price, Robert Bailey and Peter Patton, has displayed a steady improvement in most facets of tough varsity football fundamentals. They are trying to plug weak holes and are performing their duties blocking, tackling, and running as best they can.

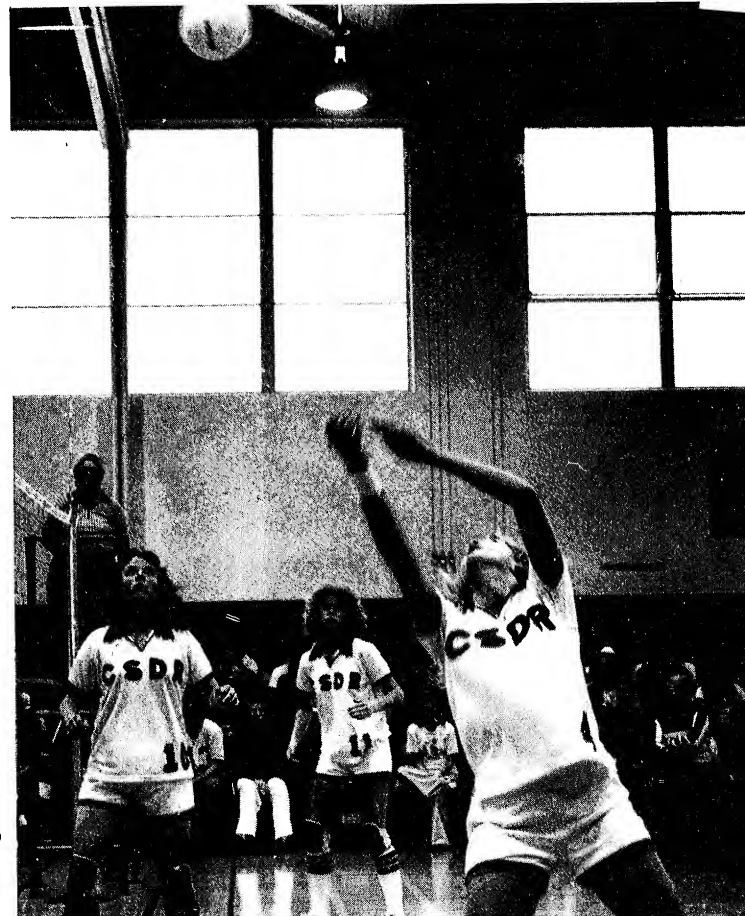
Football has been a major sport at CSDR for sheer display of school spirit and has brought many fans to the games. The majordomo of the eternal school spirit has been the great gals of our school, the cheerleaders. Captain Petra Horn, Erlinda Gomez, Carolyn Gomez, Natalie McCollum and Linda Sunde lead the cheers along the sideline, prodding our boys to do their best and incite the fans to join the cheering. Mrs. Holly Bernstein is the coach of this fine team of cheerleaders. Larry Garcia provides the muscles and the hands as a part of the fabulous cheering stunts.

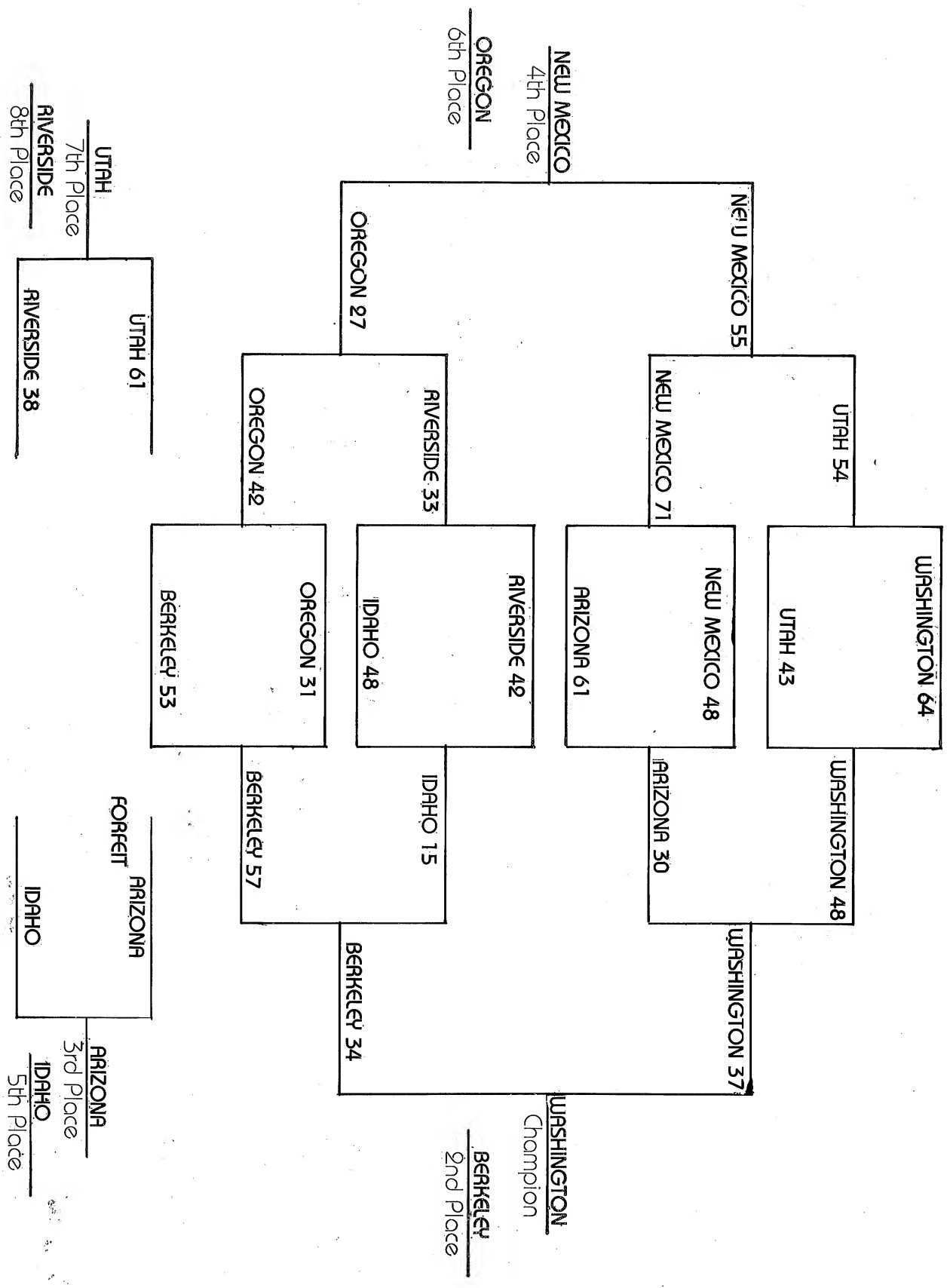
The up-to-date football scores are as follows:

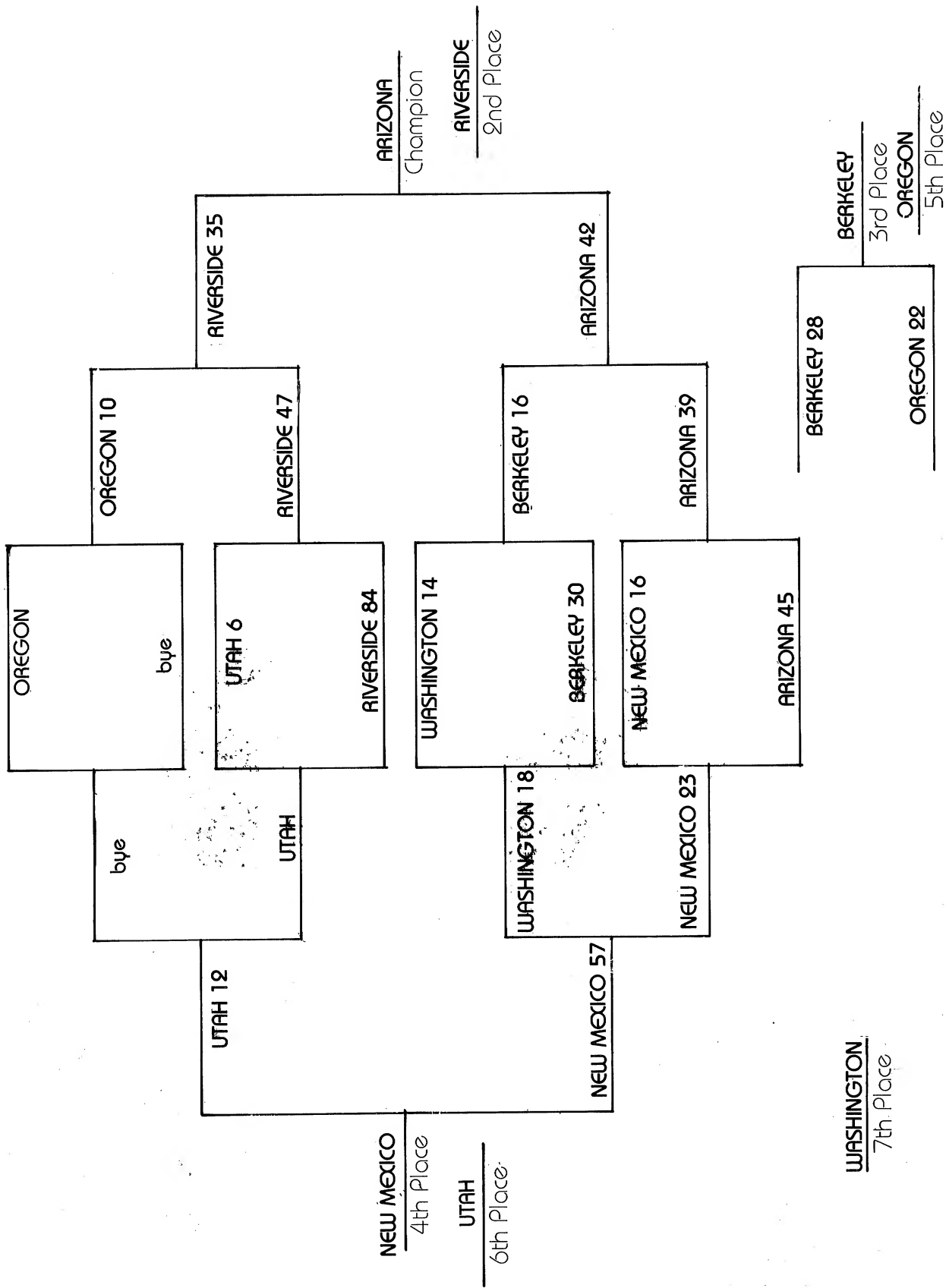
VARSITY		JUNIOR VARSITY	
Melodyland 43 ..	CSDR 0	Melodyland 42 ..	CSDR 0
Sherman 12	CSDR 0	Sherman 40	CSDR 0
Webb 35	CSDR 8	Webb 33	CSDR 8
LaVerne 35	CSDR 14	LaVerne 33	CSDR 14

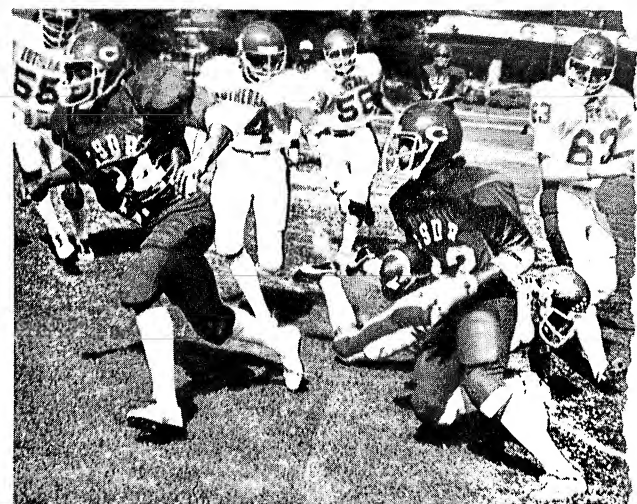
GIRLS' VOLLEYBALL RESULTS

VARSITY		JUNIOR VARSITY	
Notre Dame	15 15	Notre Dame	15 15
CSDR	10 8	CSDR	6 7
San Jacinto	15 15	San Jacinto	15 10 15
CSDR	6 2	CSDR	13 15 8
San Jacinto	15 15	San Jacinto	11 12
CSDR	0 0	CSDR	15 15
Rim of the World ...	15 15	Rim of the World	15 13 15
CSDR	0 0	CSDR	11 15 13
Orange Lutheran ...	15 15	Orange Lutheran ...	15 15
CSDR	1 1	CSDR	9 7
Serrano	15 15	Serrano	4 3
CSDR	3 3	CSDR	15 15









High School Drill Team

Once again the Drill Team gave a tremendous display of timing and execution at the half-time show during Homecoming on October 27.

The girls have practiced daily, after school, since September for their big showing at Homecoming. They may also get a chance to perform during the California Classic to be held in Riverside this year.

There are no try-outs for the Drill Team. Anyone who goes to the practices will participate with the group. Any who are interested in joining the Drill Team should contact the team sponsors, Laurette LaPaille and Jill Watkins.

The members' imaginations are challenged as well as their memories. Their routines and moves are developed from the team members themselves. They must also provide most of their uniforms, which consist of black pants, a white blouse, and red tennis shoes. Red sashes are provided by the school.

After this year's performance, the Norte Vista band, a local high school who played at our Homecoming,

invited the Drill Team to visit their high school. CSDR and the Norte Vista band will practice together for next year's Homecoming.

Team members are: Missy Wride, Cecilia Arauza, Deana Garcia, Gerrie Eastman, Kathy Duran, Carol Fullen, Sherry Thompson, Regina Young, and Anne Stitt. Also participating with the team are Kirsten Foy and Joy Reed.





and Nick Green — did not fare as well as their Lassen II counterparts but played an aggressive game. The CSDR Junior Varsity and Varsity coaches can look forward to many winning seasons

The Lassen I girls' volleyball team hosted a tournament of their own. Coaches Ellen Tortes, Paula Barbacki, and Lorna Rutherford invited eight teams to participate after completing a round-robin style regular season. After several cliff-hangers, the Cubs — Pancha Dominguez, Rosa Macedo, Rita Rushing, Dianna Woodson, Linda Bradbury, Sherri Roberts, Pam Hardy, April Agnew, Crystal Finley, Lisa Jensen, Arlene Santelio, Misty Loeffler, and Annette Scolaro — emerged with third place honors behind tough Redlands and Temecula teams. The Cubs also captured a unanimous "Most Inspirational" trophy — a reflection of the sportsmanship and motivation instilled by their fine coaches.

The Lassens begin their basketball season soon and would appreciate ~~your~~ **support at their games.**



Scouting is "Alive and Well" in Area I

Area I is enjoying a vigorous and enthusiastic Scouting program this year, both in Girl Scouting and Cub Scouting. We have altogether four dens of Webelos, three dens of Cubs, one patrol of Girl Scouts, one patrol of Brownies and one den of Busy Bees — a pre-Scouting program for 5- to 8-year-old boys.

There is a wide variety in ages and interest between Brownies and Girl Scouts, Busy Bees and Cub Scouts, but all have been happily engaged in projects.



Girl Scouts from right to left, back row: Kathyna Gomez, Shelia Tully, Joeline Crawford, Yvette Lujan, Dalene Schwab, Michaellean Collins

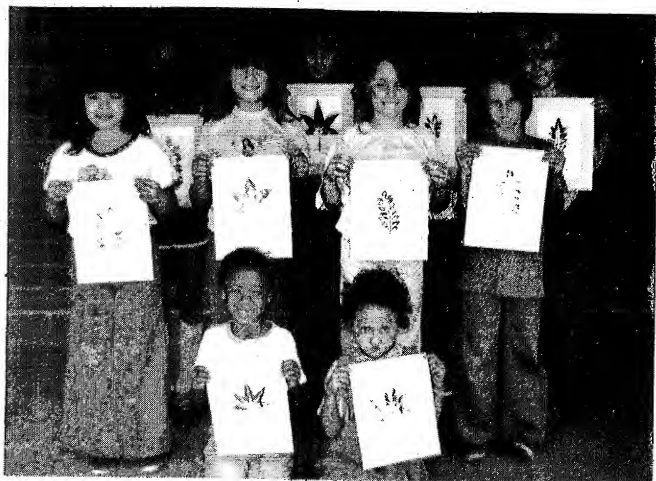
Front row: Jennifer Bergman, Kasetta Moore, Shelly Fishburn, Carrie Jenner, Laura Weldon.

Perky plants show promise as a Troop project.

The Girl Scouts have been experimenting with indoor herb and bean gardens. Parsely was one of the main herbs that they experimented with. Each of the girls managed to get their plants to grow.

The Brownies initiated a school service project — picking up papers and other debris along the CSDR fence bordering Arlington Avenue. The group worked very hard, returning with five full trash bags. The fence looked neat and clean — something to be proud of. For a fun break after such hard work, the Brownies participated in two very successful art projects — silhouette art and leaf prints using wood block ink.

The Cubs have been very busy working on their Wolf requirements and making neckerchief designs for themselves. As there are three dens, there are also three different designs which were chosen by the boys to identify their special den membership. Den One chose to



Brownies from right to left, back row: Precious Daniels, Julie Hill, Erica White, Jan Lepisto.

Middle row: Jennifer Reins, Monica Martinez, Angela Fisher, Denise Aubuchon.

Front Row: Crystal Walker, Tanya Schultz.

The Brownies proudly present their leaf prints.

be the "Hulks," Den Two chose the "Superman," and Den Three chose the "Mighty Mice." We are expecting "super" things from them in the future.



Fred Weiss and Erik Pierce display their Cub Scout den projects. The Cubs have made their own neckerchief designs. You will see "Might Mice," "Supermen," and "Hulks" stalking our campus.

Busy Bees have been steadily in flight with various art projects. Along with their arts and crafts, they have been engaged in nature studies. The Busy Bees also made birthday cards in a project to give something of themselves. You will be able to identify the Busy Bees by their distinctive T-shirts and neckerchiefs.

The Webelos have been practicing camping skills and have already had their first successful campout. Each of the boys in turn had the responsibility for setting up tents, preparing food, cooking, and planning their own activities. The Webelos have two more camping trips for the future months and will be sharpening the skills which they have already acquired.



Learning the "Pledge to the Flag" is required for the boys in Webelos. Standing are Tony Gonzales, Edward Zubia, Teddy Stine, Milton Hunt, David Shelby, Frank Canteli, and Patrick Reece. The Flag bearer is David Comer and the leader of the Pledge is Roland Ochoa.

Jr. CAD/NAD News

There are currently forty-eight members in the CSDR Chapter of Jr. CAD/NAD.

December 17 a grand time was had by all at the Christmas party. Games were played and refreshments served.

There is excitement in our Chapter as our president, Alban Branton, will be shown on the TV program, "Little House on the Prairie."

We have our own newspaper called "Cubbie Times." The editor is Ralph Fernandez. The paper consists of Jr.CAD/NAD news as well as the campus news.

Some members attended the CAD Board meeting in Santa Ana on January 26. This meeting gave the students an idea of what CAD does for the deaf community.

Deaf Multi-Handicapped Unit

One of the special instructional areas in this department is the pre-vocational work experience program in Unit II. Students are able to sample various work areas and develop necessary work-related skills, attitudes and responsibilities before they are actually faced with the prospect of finding a job. Two types of paid work-experience placements are offered to students — on campus and off campus.

On Campus. Currently 17 students are employed in various jobs on the CSDR campus:

Student	Job Placement
Ruth Ann Moore	Kitchen
Damon Wild	
Bryan Gauthier	
Henry Wells	Menu Board
Leanne Foxworth	Campus Mail Run
Gary Small	
Karen Cross	
David Brodtkin	Mail Processing
David Sussman	Morning Mail Run
Troy Matias	
Alan Langlois	Film Run to Media Center
Pat Huddleston	Campus Newspaper Carrier
Brian Sullivan	On-Campus Crossing Guard
Maria Spicer	OT/PT Floor Mat Cleaning
Danny Peterson	Absent Slip Collectors
Troy Matias	
David Sussman	Special Mail Run to Junior High School and Elementary School

Off Campus. Off campus employers of our students include Harris' Department Store in Riverside (for the Christmas gift wrap season), the Humane Society, the Riverside County Association for Retarded Citizens, and the Pomona Valley Workshop in Montclair. Mr. Peden's class works at the Humane Society and Mr. Pakula's class works at RCARC for two to three hours each week. Five seniors will soon be involved in the Pomona Valley Workshop program. They are: Tanya Gottfried, Bill Kransler, Gonio Lopez, Ruth Ann Moore, and Danny Peterson.

In addition to being paid, students in the work experience program have an opportunity to earn the "Worker of the Month" award — an incentive award based on general work habits and sense of responsibility

in connection with their jobs. Recent winners of this award were Bryan Gauthier for on campus (campus mail run) and Johnny Duckworth for off campus (Humane Society).

The DMHU pre-vocational program continues to offer a selection of non-paying on-campus experiences such as wood-working, office media experience, leatherworking, homemaking, Christmas ornament assembly, and gardening and landscaping.

Two new additions to the program this year are a time clock on which all working students must punch in and out and a controlled-temperature greenhouse currently under construction. When completed, the greenhouse will be an important addition to the gardening module of this program. It will serve as a miniature nursery in which desert plants, orchids and carnations will be raised.

Mr. Gregory Decker is the new coordinator of the DMHU pre-vocational work experience program.

DMHU Unit I

DMHU Unit I would like to extend a warm welcome to two new students to our hallowed halls. CeTina Dillon, who is six years old, comes to CSDR from San Diego, and from the beautiful city of Oxnard is Celso Cortez, who is twelve.

Outings to all areas of Southern California highlight the Unit I Scouting program, which continues to be even more successful than before. The Campfire girls, who recently returned from an exciting sojourn to Idyllwild, held an Awards Ceremony honoring each of the girls for their hard work and enthusiasm. Each girl earned beads for sewing their own vests, for participating in the camping trip, and for arranging their room in a most imaginative way. As each bead is earned, it is attached to the vest as a colorful record of each girl's achievements.

The Boy Scouts, not to be outdone, have just returned from an exhausting weekend in Orange County, where the activities ranged from swimming in the cool waters of a nearby lake to cooking a hearty meal over an open campfire.

Additional activities have included excursions to Oak Glen, a Riverside fire station, and a trek to the San Bernardino Mountains for a romp in the snow. Once each month, the students have the opportunity to enjoy a delicious dinner in the residence hall, which contributes to our family-like atmosphere.

**CALIFORNIA SCHOOL FOR THE DEAF
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